
Date of Last DAP Revision: _____

District Action Plan For Tier I Schools – Frazer
Transformation Model

School Name:	<u>Frazer Public School</u>	Phone: (406)	<u>695-2241</u>
District:	<u>Frazer School District 2B</u>	Fax: (406)	<u>695-2243</u>
Superintendent's Name:	<u>Larry Parker</u>	Superintendent's Email:	<u>lparker@nemont.net or lparker@frazer.mt.k12.us</u>
Clerk/Business Mgr's Name:	<u>Dean Blount</u>	Clerk/Business Mgr's Email:	<u>dblount@frazer.mt.k12.us</u>

School Improvement Funds Available, through reimbursement, for local level DAP expenditures:

Frazer High School	\$127,500.00
TOTAL FUNDS	\$127,500.00

ANALYSIS OF SCHOOL'S NEEDS

Important Data for Consideration:

☐ Criterion-Referenced Test (CRT) Data –

All Frazer students are included except students that tested with significant accommodations.

2009 Math						2010 Math						2011 Math					
Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.
3	8	5 0%	1 3%	2 5%	1 3%	3	5	6 0%	0%	4 0%	0%	3	13	5 4%	0%	4 6%	0%
4	11	3 6%	5 5%	9%	0%	4	10	3 0%	4 0%	3 0%	0%	4	6	5 0%	0%	3 3%	1 7%
5	3	6 7%	0%	3 3%	0%	5	8	6 3%	2 5%	1 3%	0%	5	11	5 5%	2 7%	1 8%	0%
6	8	6 3%	2 5%	1 3%	0%	6	4	5 0%	2 5%	0%	2 5%	6	11	3 6%	4 5%	1 8%	0%
7	3	6 7%	3 3%	0%	0%	7	7	5 7%	2 9%	1 4%	0%	7	3	6 7%	3 3%	0%	0%
8	10	5 0%	3 0%	2 0%	0%	8	4	2 5%	2 5%	5 0%	0%	8	8	3 8%	2 5%	3 8%	0%
10	11	7 3%	1 8%	9%	0%	10	13	4 6%	3 8%	8%	8%	10	6	3 3%	1 7%	5 0%	0%
2009 Reading						2010 Reading						2011 Reading					
Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.
3	8	1 3%	1 3%	5 0%	2 5%	3	5	0%	0%	1 0 0%	0%	3	13	8%	4 6%	1 5%	3 1%
4	11	2 7%	2 7%	3 6%	9%	4	10	2 0%	1 0%	6 0%	1 0%	4	6	0%	1 7%	6 7%	1 7%
5	3	3 3%	3 3%	3 3%	0%	5	8	2 5%	2 5%	5 0%	0%	5	11	2 7%	1 8%	4 5%	9%
6	8	3 8%	2 5%	3 8%	0%	6	4	5 0%	2 5%	2 5%	0%	6	11	9%	9%	4 5%	3 6%
7	3	6 7%	0%	3 3%	0%	7	7	4 3%	2 9%	2 9%	0%	7	3	3 3%	6 7%	0%	0%
8	10	3 0%	1 0%	3 0%	3 0%	8	4	5 0%	0%	2 5%	2 5%	8	8	2 5%	3 8%	2 5%	1 3%
10	11	6 4%	1 8%	9%	9%	10	13	3 8%	2 3%	2 3%	1 5%	10	6	1 7%	1 7%	3 3%	3 3%
2009 Science						2010 Science						2011 Science					
Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.	Grade	# Students	Novice	Near Prof.	Prof.	Adv.
4	11	3 6%	4 5%	1 8%	0%	4	10	2 0%	6 0%	2 0%	0%	4	6	1 7%	5 0%	1 7%	1 7%
8	10	4 0%	2 0%	4 0%	0%	8	4	2 5%	7 5%	0%	0%	8	8	6 3%	2 5%	1 3%	0%
10	11	9 1%	9%	0%	0%	10	13	7 7%	1 5%	8%	0%	10	6	3 3%	6 7%	0%	0%

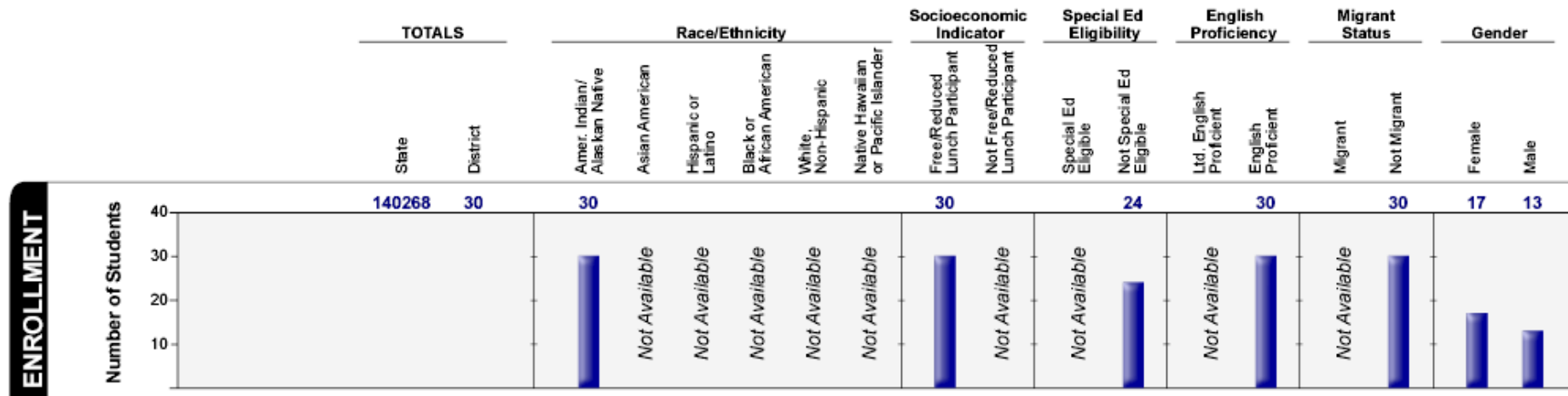
* Data is for internal use only and can not be released to the public due to Student Records Confidentiality resulting from the Family Educational Rights and Privacy Act (FERPA)

☐ Attendance and Graduation Rates -

Frazer H S

2010-2011 School Year

Other Indicators



*Note: Statistics not reported for student groups of fewer than 10 students.

☐ Input the **Annual Goals for Student Achievement** on the state's assessments in both reading/language arts, math, and graduation rate (if applicable) as established for the school in the annual Continuous School Improvement Plan (CSIP).

Goal Area	Goals	Baseline
Reading/Language Arts		
Math		
Graduation Rate		

PLEASE INCLUDE GOALS.

Additional Areas to Consider for Data and Need Analysis:

Demographics <ul style="list-style-type: none"> • enrollment • drop-out rate • ethnicity • discipline incidents • student attendance 	Curriculum <ul style="list-style-type: none"> • alignment with MT standards • implemented with fidelity • schedule for review and revision of curriculum • assessment data used to identify gaps 	Instruction <ul style="list-style-type: none"> • effective and varied instructional strategies • instruction is aligned to MT standards • instruction is differentiated • interventions for low-performing students
Assessment <ul style="list-style-type: none"> • aligned with MT standards • data from classroom assessments guides instruction • universal screening data for all students • progress monitoring data • other formative assessments • teacher observations • IEP considerations 	Professional Development <ul style="list-style-type: none"> • student achievement data determines pd priorities • professional development is job-embedded • teacher evaluation process is aligned to research-based teacher standards • teacher evaluation process consistently applied • teachers receive ongoing and systematic feedback to improve instruction • teacher mentoring program 	Supportive Learning Environment <ul style="list-style-type: none"> • effective classroom management strategies • school-wide behavior standards • attendance policy • cultural awareness and understanding • extended learning opportunities • effective school-parent communication • parent and community engagement • social and emotional services and supports • physical facilities safe and orderly
Other <ul style="list-style-type: none"> • master schedule and classroom schedules • perception surveys of teachers, parents, or students • implementation data for specific program or process • administrator and teacher experience & qualifications • policies and procedures facilitate learning • teacher turnover and attendance rates • school improvement plans, Title I plans, grant application plans, etc. 		Leadership <ul style="list-style-type: none"> • facilitate development and implementation of school goals • analyze student assessment data • leaders assist staff in understanding and using formative and summative assessment data • leaders monitor delivery of instruction • leaders monitor implementation of school improvement plan

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	Students in the elementary school and high school made AYP and increased the number of students that moved from nearing proficiency to proficient. The seventh and eighth grades did not show an increase, scores flat lined and showed an area of need.
Graduation Rate	62% for 2009.
Attendance Rate	92% attendance for 2010.
Demographics	99% free and reduced lunch, 97% Native American, economically disadvantaged -244 on the scale, ratio of 4 to 5 males to females,
Curriculum	Corrective Reading, Carnegie Math, McDougal/Littell, Algebraic Thinking, Jason.org, Aleks, Bridges, and Prentice/Hall-History
Instruction	Differentiated instruction, teaching to all learning styles, and giving interventions as needed.
Assessment	Formal, informal, interim, summative, formative, self-evaluations, teacher-evaluations, peer-evaluations, portfolios, conferences, observations, teacher-mentor observations
Supportive Learning Environment	Para-professional support, Advisory time, teacher collaborations, team meetings, SIG meetings, MBI, RTI, instructional leaders, instructional coaches
Professional Development	MIEA, Best Practices, McDougal/ Littell, Bridges, Corrective Reading Onsite, Comm. Arts Onsite , Effective Vocab Instruction, Multi-Syll. Instruction , Using Summ. And Form. Assessment, Carnegie Learning, NTN Math Onsite Inquiry-Based Science, Health Enhancement Follow-up, OPI-PIR Pre-School Training Classroom Visitations, National Board Certification Take 1, PD360
Leadership	High turn-over rate, hire people who are familiar with the demographics of the region, hire locally, in-house, bring in local trainers, and look for long term invested employees
Other:	
Other:	
Other:	

ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

(1) Developing and increasing teacher and school leader effectiveness.

***Required**

1A) OBJECTIVE:

Replace the principal who led the school prior to commencement of the transformation model.

***** COMPLETED *****

1B) OBJECTIVE: Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. (Required)			OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes	
Data/Information: Baseline data from 2010-2011 SOPPAS Teacher components Baseline data from 2010-2011 SOPPAS Principal components Transformational Leader feedback 3 rd Party Evaluator feedback			NOTES: For SOPPAS evaluations, include only high school staff for SIG reimbursement.	
Priorities/Action Steps: To conduct the SOPPAS evaluation process for teachers and principals based on stakeholder feedback To identify satisfactory and unsatisfactory components based on compiled SOPPAS evaluation data To identify job-embedded staff development aligned to specific areas of need To conduct job-embedded staff development aligned to specific areas of need				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
To conduct the SOPPAS evaluation process based on the cycle outlined in each handbook	3 rd Party Evaluators, Building Leaders, Jo Swain, Stevie Schmitz	Aug, 2011 – May 15, 2011		Both evaluation cycles are completed by the required timelines.
To identify areas of need identified through the SOPPAS evaluation process	Sarah Pierce, Jo Swain, Stevie Schmitz	Spring, 2011 – Sept. 1, 2011		Monthly district staff development sessions; staff attendance at the sessions
To conduct job embedded staff development aligned to specific areas of need.	Sarah Pierce, Jo Swain, Stevie Schmitz	Spring, 2011 - Ongoing		Session evaluations; Implementation of information gleaned from staff development session

1B) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe: SOPPAS 3 rd Party Evaluator	11 Non-tenure teachers and 10 tenure teachers currently on staff.	\$10,650.00
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$10650.00

1C) OBJECTIVE: Identify and reward school leaders, teachers and other staff who have increased student achievement and / or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. (Required)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes	
Data/Information: SOPPAS Teacher Evaluation data SOPPAS Principal Evaluation data Student Achievement data (State and Local)				NOTES: There will be four Labor-Management trainings; please add two.	
Priorities/Action Steps: To training all Schools of Promise Labor/Management Teams to solidify responsibilities, strengthen team building, and communication to all staff. To identify a “school wide” or “district wide” incentive process which will identify and reward school leaders, teachers and other staff. To implement a “school wide” or “district wide” incentive process for the 2011-12 school year					
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence	
		Begin Date	Target Date for Completion		
To train all Labor/Management Teams	Mandy Smoker-Broadus Dennis Parman Steve York	Aug 1-2, 2011	Ongoing	Completion of training; increased communication to all district staff. Greater adherence to MOU	
To identify an incentive process	Labor/Management Teams; Smoker-Broadus	ASAP		Acquire the necessary research available on incentive programs; reach agreement on the program for the 2011-12 school year	
To implement an incentive process	School and district leaders; TLs; ILs	Upon completion of above	Ongoing	Actual implementation of an incentive program	

1C) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	1 sub 2 days (Billings 9/27)= \$70 x 2days	\$140
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)	1(7.63)2(2)	\$30.52
Travel, as per state rates (including lodging, meals, and mileage for all individuals)	LMT Training Billings (8/1-3) Billings (\$333miles)+ 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days) LMT Training Billings (9/28-30) Billings (\$333miles)+ 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days)	\$1546
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		1,716.52

1D) OBJECTIVE: Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies. (Required)				OPI Use Only: <input checked="checked" type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES: Thirteen teachers are participating in National Boards on 0 cost to the district.	
Data/Information: Agendas from in-house professional development. Data notebook sign-in sheets. SOPPAS evaluations. Site visit summary reports from consultants. Agenda or notes from collaborative visits. Collaboration schedule.					
Priorities/Action Steps: Provide ongoing professional development through attendance at statewide workshops and conventions, curriculum-based training both on and off site provided by publishers, external consultants, and coaches. Provide opportunities for teachers to share ideas and/or observe implementation of ideas in other classrooms and/or other schools. Allow preparation time for in-house presenters.					
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence	
		Begin Date	Target Date for Completion		
1) Provide ongoing professional development	Teachers, Superintendent, Jo Swain, Sarah Pierce and Instructional Leader	July 1, 2011	Ongoing	Data Notebooks Increase in students' scores Verification of renewal units or other proof of attendance	
2) Provide opportunities for teachers to share and observe ideas	Teachers, Superintendent, and Instructional Leader	August 11, 2011	Ongoing	Data Notebooks Increase in students' scores Verification of renewal units or other proof of attendance	
3) Allow preparation time for in-house presenters	Teachers, Superintendent, and Instructional Leader	August 11, 2011	Ongoing	Copies of presentation agendas	

1D) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	MIEA (4 subs for 3 days)	\$840
	Best Practices (4 subs for 3 days)	\$840
	McDougal/ Littell (2 teachers for 2 days)	\$805.74
	McDougal/ Littell (2 teachers for 1 day)	\$402.87
	McDougal/ Littell (2 subs for 1 day)	\$140
	Bridges (2 teachers for 1 day)	\$402.87
	Bridges (2 subs for 1 day)	\$140
	Corrective Reading Onsite (2 subs for 2 days)	\$280
	Comm. Arts Onsite (2 subs for 4 days)	\$140
	Effective Vocab Instruction (2 teachers for 2 days)	\$805.74
	Effective Vocab Instruction (2 subs for 2 days)	\$280
	Multi-Syll. Instruction (2 teachers for 1 day)	\$402.87
	Multi-Syll. Instruction (2 subs for 1 day)	\$140
	Using Summ. And Form. Assessment (2 teachers for 2 days)	\$805.74
	Using Summ. And Form. Assessment (2 subs for 2 days)	\$280
	Carnegie Learning (1 teacher for 3 days)	\$641.58
	Carnegie Learning Onsite (2 subs for 3 days)	\$420
	NTN Math Onsite (2 subs for 3 days)	\$420
	Inquiry-Based Science (1 teacher for 2 days)	\$380.54
	Inquiry-Based Science Follow-up (1 teacher for 3 day)	\$570.81
	Inquiry-Based Science Follow-up (1 sub for 3 day)	\$210
	Health Enhancement Follow-up (1 teacher for 3 days)	\$528.36
	Health Enhancement Follow-up (1 sub for 3 days)	\$210
	OPI-PIR Pre-School Training (teachers)	\$8,988.88
	OPI-PIR Pre-School Training (aides)	\$750.64
	Classroom Visitations (10 subs)	\$700

Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)	MIEA (4 subs for 3 days)	\$91.56
	Best Practices (4 subs for 3 days)	\$91.56
	McDougal/ Littell (2 teachers for 2 days)	\$349.16
	McDougal/ Littell (2 teachers for 1 day)	\$174.58
	McDougal/ Littell (2 subs for 1 day)	\$15.26
	Bridges (2 Teachers for 1 day)	\$174.58
	Bridges (2 subs for 1 day)	\$15.26
	Corrective Reading Onsite (2 subs for 2 days)	\$30.52
	Comm. Arts Onsite (2 subs for 4 days)	\$30.52
	Effective Vocab Instruction (2 teachers for 2 days)	\$349.16
	Effective Vocab Instruction (2 subs for 2 days)	\$30.52
	Multi-Syll. Instruction (2 teachers for 1 day)	\$174.58
	Multi-Syll. Instruction (2 subs for 1 day)	\$15.26
	Using Summ. And Form. Assessment (2 teachers for 2 days)	\$349.16
	Using Summ. And Form. Assessment (2 subs for 2 days)	\$30.52
	Carnegie Learning (1 teacher for 3 days)	\$268.35
	Carnegie Learning Onsite (2 subs for 3 day)	\$45.78
	NTN Math Onsite (2 subs for 3 days)	\$45.78
	Inquiry-Based Science (1 teacher for 2 days)	\$170.70
	Inquiry-Based Science Follow-up (1 teacher for 3 day)	\$256.05
	Inquiry-Based Science Follow-up (1 sub for 3 day)	\$22.89
	Health Enhancement Follow-up (1 teacher for 3 days)	\$256.05
	Health Enhancement Follow-up (1 sub for 3 days)	\$22.89
Travel, as per state rates (including lodging, meals, and mileage for all individuals)	OPI-PIR Pre-School Training (teachers)	\$3,757.56
	OPI-PIR Pre-School Training (aides)	\$81.82
	Classroom Visitations (10 subs)	\$76.30
	Professional conferences Oct 20-21 (9-Missoula, 2-Billings, 1-GF, 14-Poplar)	\$11,707.53
	MIEA 4-Bozeman	\$3,186
	Best Practice- 4-Great Falls	\$2,652
	Bridges 2-Billings	\$866
	Effective Vocab Instruction 2-Billings	\$1,266
	Multi-Syll. Instruction 2-Billings	\$533
	Using Summ. And Form. Assessment 2-Billings	\$1,066

	Carnegie Learning 1-Great Falls	\$633
	Inquiry-Based Science 1-Billings	\$533
	Inquiry-Based Science Follow-up 1-Billings	\$633
	Health Enhancement Follow-up 1-Helena	\$744
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	Professional conferences Oct 20-21 (9-Missoula, 2-Billings, 1-GF, 14-Poplar)	\$520
	MIEA 4-Bozeman	\$800
	National Board Certification Take 1 (10 teachers, funding allocated from general budget)	(\$4,000)
	PD360 Subscription	\$3,495
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$58,019.55 \$56087.54

<p>1E) OBJECTIVE:</p> <p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. (Required)</p>	<p>OPI Use Only:</p> <p><input checked="" type="checkbox"/> Approved as written</p> <p><input type="checkbox"/> Approved, with modifications</p> <p><input type="checkbox"/> Denied, see notes</p>
<p>Data/Information:</p> <p>The Frazer School's Collective Bargaining Agreement has teacher hiring incentives that include: moving expenses, sign on bonuses, student loan payoff, and housing</p> <p>With the rural location a more active recruiting process is needed to hire new teachers</p> <p>A teacher mentoring program is needed to make positions more sustainable</p>	<p>NOTES:</p>
<p>Priorities/Action Steps:</p> <p>Travel to job fairs for administration and one lead teacher/staff member</p> <p>Enticing pamphlets and handouts that describe not only hiring incentives, but year round events in the community</p> <p>Development of time for teachers and new staff members to shadow job alike in either Frazer School or a nearby School District</p> <p>A community mentor to take new staff to community events, describe protocol at cultural events, and introduce them to community stakeholders.</p>	

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Travel to job fairs for administration and one lead teacher/staff member	Administration and lead teacher	2/1/12	6/1/12	Hiring of highly qualified teachers by June 30 th
2) Enticing pamphlets and handouts that describe not only hiring incentives, but year round events in the community	Administration, Community liaison, and Carrie Sue Talks Different	Immediately	2/1/12	Completion of handouts that promote Frazer Schools and community in a positive perspective
3) Development of time for teachers and new staff members to shadow job alikes in either Frazer School or a nearby School District	Administration, Instructional Leader, and school counselor	Immediately	On-going	Integration of new methods that are learned during collaborative visits, a compiled inventory of local resources, and sustainability of teachers
4) A community mentor to take new staff to community events, describe protocol at cultural events, and introduce them to community stakeholders.	Jewel Ackerman, Community Liaison, and Sasha Fourstar	Immediately	On-going	Increased attendance of staff members at community events

1E) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	Substitutes (1 for teacher and 1 for teacher that is filling in for administration) Missoula, Great Falls, Billings, and Bozeman- 2 substitutes (\$70) x 3 days = \$420 Havre- 2 substitutes (\$70) x 2 days = \$280	\$700
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)	2 substitutes (\$7.63) x 3 days x 4 trips= \$183.12 2 substitutes (\$7.63) x 2 days x 1 trip = \$30.52	\$213.64
Travel, as per state rates (including lodging, meals, and mileage for all individuals)	University of Montana, Montana State University, Montana State University Northern, Montana State University Billings, & University of Great Falls Missoula (\$518miles) + 2(\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days) Great Falls (\$333 miles) + 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days) Billings (\$333miles)+ 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days) Bozeman (\$500miles)+ 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days) Havre (\$215.90 Miles)+ 2 (\$30 meals x 2 days) + (\$80 motel x 2 motels x 2 days)	\$4069.90
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	Pamphlets and handouts	600.00

***Permissible**

1F) OBJECTIVE: Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (Optional)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES:
Data/Information: The Collective Bargaining Agreement has incentives in place that include: teacher loan payoff, sign on bonus, moving expenses, and subsidized housing				
Priorities/Action Steps: Steps have already been taken and are reflected in current Collective Bargaining Agreement				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1)				
2)				
3)				

1F) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

1G) OBJECTIVE: Instituting a system for measuring changes in instructional practices resulting from professional development. (Optional)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES:
Data/Information: Systems for measuring changes in instructional practices will be included in the analysis of data notebooks, summaries from external consultants, data from instructional leader, SOPPAS independent evaluator and administration, data analysis both in independently by classroom teachers and in teams, and teachers' self reflection.				
Priorities/Action Steps: See section 1 D				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1)				
2)				
3)				

1G) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

(2) Comprehensive Instructional Reform Strategies

***Required**

2A) OBJECTIVE: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. (Required)	OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications X Denied, see notes NOTES: Curriculum review team denied - SIG must supplement , not supplant - ESEA Title I part A section 1120A(b). FOSS kits need to be funded out of an elementary budget.
Data/Information: The school district has currently has implemented core language arts and math programs that are vertically aligned and aligned with state academic standards The current science, counseling, Health Enhancement, World Languages, Library Media, and Technology programs are due for a curriculum review State CRT scores show the need for academic gains in science.	
Priorities/Action Steps: Utilize released items from state tests- MontCas practice workbooks Develop curriculum review team to review current science, counseling, Health Enhancement, World Languages, Library Media, and Technology materials and evaluate progress of new science programs Replenish Foss kit materials	

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Utilize released items from state tests- MontCas practice workbooks	Administration, Instructional Leader	Immediately	On-going	Teachers are utilizing released items to prepare students for all summative assessments, including state MontCas Test
2) Develop curriculum review team to review current science, counseling, Health Enhancement, World Languages, Library Media, and Technology materials and evaluate progress of new science programs	Science Teacher, Health Enhancement Teacher, Counselor, Librarian, Business teacher, Native American Studies teacher, and Curriculum Review team	Immediately	Spring 2012	Team meets regularly to review progress and assessments of the piloted science program
3) Replenish Foss kit materials	Science Teacher	Immediately	As soon as possible	Teachers are utilizing Foss Kits for kinesthetic and visual learners during science lessons

2A) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	6 teams with 3 people on each team, 4 one hour meetings over the course of the year. Meetings will be held during the school day and any community members or students will be paid \$22 per hour	\$528
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		

Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	Foss Kits Possible cost of piloting programs	1300.00
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$1,828

<p>2B) OBJECTIVE:</p> <p>Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. (Required)</p>	<p>OPI Use Only:</p> <p><input checked="" type="checkbox"/> Approved as written</p> <p><input type="checkbox"/> Approved, with modifications</p> <p><input type="checkbox"/> Denied, see notes</p>
<p>Data/Information:</p> <p>Data through formative, interim, and summative assessments are used to direct instruction, monitor student learning, and make school wide analysis and decisions.</p>	<p>NOTES:</p>
<p>Priorities/Action Steps:</p> <p>Staff will utilize the MontCas results from the past three years, AIMS Web data, MAPS testing results, student attendance, classroom formative assessments, and program formative and summative assessments to determine student learning,</p> <p>Teachers will utilize data notebooks as a tool to document assessments and coaching support which will be checked by administration and coaches Teachers will meet to triangulate data to determine students that are at intensive, strategic, or benchmark levels,</p>	<p>NOTES:</p>

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Staff will utilize the MontCas results from the past three years, AIMS Web data, MAPS testing results, student attendance, classroom formative assessments, and program formative and summative assessments to determine student learning,	Administration, Teachers, Transformational Leader, Instructional Leader, Registrar, Para professionals, and RTI Team	Immediately	On-going	Improved Test scores, Lesson plans that are a reflection of student assessments, Data meetings to analyze data
2) Teachers will utilize data notebooks as a tool to document assessments and coaching support which will be checked by administration and coaches	Administration, Teachers, Transformational Leader, and Instructional Leader	September 14, 2011	On-going	Updated data notebooks, Documented visits made by administration and coaches
3) Teachers will meet to triangulate data to determine students that are at intensive, strategic, or benchmark levels	Administration, Teachers, Transformational Leader, Instructional Leader, Registrar, Para professionals, and RTI Team	Immediately	On-going	Agenda and notes from data meetings, Documentation of follow-up steps taken after data meetings, Student educational plans for each student

2B) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	AIMS Web (Pro Complete \$6 per student) Data Notebooks (Binders)	330.00 34.00
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$364

***Permissible**

2C) OBJECTIVE: Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (Optional)	OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES:
Data/Information: Data analysis meeting to review student placement in intervention programs and program monitoring. Summative Assessment review of CRT , AIMS Web, and MAPS data to determine if curriculum is being implemented with fidelity,	
Priorities/Action Steps: Orientation for teachers that are new to the district or content area, Utilizing training and refresher training for programs, Data analysis meetings to review student progress, lesson gains, and program implementation, SOPPAS evaluation, Parental and student explanation to clarify placement in intervention programs, Data Notebook monitoring to make decisions on fidelity of programs and curricula	

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Orientation for teachers that are new to the district or content area,	Administration, lead teachers, instructional leader, and external consultants	immediately	On-going	New teacher, lead teachers, mentors, administration, and instructional leader verify curricula is being implemented with fidelity
2) Utilizing training and refresher training for programs,	Administration, lead teachers, instructional leader, and external consultants	immediately	On-going	All teachers are trained in programs and have the newest program information to teach curricula
3) Data analysis meetings to review student progress, lesson gains, and program implementation,	Administration, lead teachers, instructional leader, and external consultants	immediately	On-going	Teachers are completing curricula in a reasonable timeframe that is agreed upon by team members and can verify that student learning has increased
4)SOPPAS evaluator	Administration, Transformational Leader, External Evaluator, and Instructional Leader	immediately	On-going	Administration and External Evaluators are given program Look Fors and non-negotiables
5) Parental and student explanation to clarify placement in intervention programs,	Administration, lead teachers, and instructional leader	immediately	On-going	Parents and students have understanding of programs and placement
6) Data Notebook monitoring to make decisions on fidelity of programs and curricula	Administration, teachers, instructional leader, and external consultants	immediately	On-going	Data notebooks are updated and verify teachers are receiving necessary support from administration and coaches

2C) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:	Expenses are in other sections	
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

<p>2D) OBJECTIVE:</p> <p>Implementing a school wide response to instruction/intervention (RTI) model. (Optional)</p>	<p>OPI Use Only:</p> <p><input type="checkbox"/> Approved as written</p> <p>X Approved, with modifications</p> <p><input type="checkbox"/> Denied, see notes</p>
<p>Data/Information:</p> <p>Diagnostic, Progress Monitoring, Outcome, and Informal Assessments will be utilized in order to help teachers plan instruction by providing in-depth information about students' skills and instructional needs. These assessments will be administered as part of the instructional routine: weekly, biweekly, or monthly depending on student need and type of assessment.</p> <p>Collaborative Teaming involving teachers, administrators, and students will be established in order to plan, organize, develop procedural guidelines, continue to evaluate effectiveness, and make adjustments as needed.</p> <p>Training of RTI Team in evaluation and decision-making procedures, such as universal screening to identify students at risk for academic difficulties, progress monitoring, and data-based decision making will occur to effectively and efficiently close student achievement gaps.</p>	<p>NOTES:</p> <p>Please include RTI Training dates. OPI RTI Division will cover all RTI expenses. (If they don't cover subs, SIG will.)</p>
<p>Priorities/Action Steps:</p> <ul style="list-style-type: none"> • Attend all RTI training conferences. • Determine instructional timelines and targets. • Select and use a variety of research-based materials, including core subject programs, appropriately leveled texts, and hands-on materials (e.g., math manipulative). • Form flexible groups to meet the needs of individual students (e.g., one-on-one, pairs, small groups, whole group). • Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition. • Create a learning environment in which children have access to a variety 	

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) To make Data Based Decisions for Individual students to increase student achievement.	Classroom Teacher(s), RTI team	immediately	ongoing	Problem solving teams will come together once data has been collected to provide intervention services to individual students. AIMS Web/Dibels will track student progress. Student improvement will occur when placed in correct intervention.
2) Utilize data from a variety of screening methods and ongoing assessment practices to make informed decisions about student needs and specific interventions.	Classroom Teacher(s), RTI team	immediately	ongoing	Dibels, MAP, and CRT data will be utilized in order to properly place students in appropriate interventions. Student at risk will decrease; moving toward benchmark status.
3) Attend specialized training from the state to gain knowledge of the RTI process	Superintendent/RTI team	Immediately	ongoing	Team will use training to train the entire staff on the RTI process. Collaboration meetings will include data analysis, problem solving, and intervention research. Students will be placed in specific interventions and will progress through the RTI model. Achievement gaps will close as students gain more skills due to instruction intensity.

2D) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	Great Falls Training: 4 subs x 2 days. 4x\$70x2=\$560 Miles City Training: 4 subs x 2 days. “	\$1120
Benefits (taxes and benefits, such as insurance, FICA, workers’ comp, etc. – typically 15-25% of salary)	4 (7.56)(4)	\$168
Travel, as per state rates (including lodging, meals, and mileage for all individuals)	10/10-12 Great Falls: (\$333 miles x 3 cars) + 5 (\$30 meals x 2 days) + (\$80 motel x 5 motels x 2 days) 4/2-3 Miles City (\$191 miles x 3 cars) + 5(\$30 meals x 2 days) + (\$80 motel x 5 motels x 2days)	\$3772
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		5,060

2E) OBJECTIVE: Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (Optional)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES: Consider Sped training/supports for new Sped teacher.
Data/Information:				
Priorities/Action Steps:				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1)				
2)				
3)				

2E) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

2F) OBJECTIVE: Using and integrating technology-based supports and interventions as part of the instructional process. (Optional)				OPI Use Only: <input type="checkbox"/> Approved as written X Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES: Consider security and applications for the iPads.
Data/Information: In order for students to receive instruction and necessary skills to enter collegiate level education and the workforce updated technology is a key component of instruction.				
Priorities/Action Steps: Purchase, implement, and continue professional development with new technology, Engage students with updated technological teaching tools				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Purchase, implement, and continue professional development with new technology,	Teachers, administration, and computer technician	Immediately	On-going	Implementation of new technology in instruction
2) Engage students with updated technological teaching tools	Teachers, administration, board members, and computer technician	Immediately	On-going	Ensure all students have an opportunity to utilize technology in the school
3)				

2F) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:	Elmos- to maximize instruction through differentiating to student needs and learning styles (4 elmos and projectors at \$1,000 a set)	\$4,000
	Projector Bulbs (\$300 x 10 bulbs)	\$3,000
	Gaggle (\$5 x 100 accounts)	\$500
	Smartboards- (Art Room, NAS room, Library, and Industrial Arts x \$1,550)	\$6,300
	IPads- To take notes, view lectures from when students are absent, read books, use skype for students to be in class remotely or have a distance collaboration setting, and engage students in instruction. A checkout system and inventory system will be utilized. (\$600 x 15)	\$9,000
	Flip Cameras- to allow for documentation of student work as well as for coaching purposes so teachers can view other instructional practices and reflect on their own instruction (\$75 x 10 cameras)	\$750

Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$23,550

2G) OBJECTIVE: In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (Optional)				OPI Use Only: XApproved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES: Also, consider use of Digital Academy for advanced coursework.
Data/Information: Based on graduation rates, student dropout rates, and demographics of the school it is evident that other learning opportunities are needed to ensure all students are engaged in school and completing their educational career.				
Priorities/Action Steps: Students are given individual attention through data stories to ensure needs are being met; Advisory time allows for students to be notified of any problems that may arise in their transcripts and grades; Offering Montana Digital Academy after hours to give upper classmen an opportunity to meet graduation requirements				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Students are given individual attention through data stories to ensure needs are being met;	Counselor, teacher, administration, and instructional leader	August 26, 2011	On-going	Students and parents are aware of academic needs and graduation requirements, Meeting notes and follow-up plans are documented from each data story meeting
2) Advisory time allows for students to be notified of any problems that may arise in their transcripts and grades;	Counselor, teacher, administration, and instructional leader	September 12, 2011	On-going	Students and parents are aware of academic needs and graduation requirements
3) Offering Montana Digital Academy after hours to give upper classmen an opportunity to meet graduation requirements	Lead Teacher and Counselor	January 11, 2012	On-going	Increased graduation rates and decreased dropout rates, Documentation of utilized after hours instructional time

2G) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	\$25 per hour x 2 hours x 70 days	\$3,500
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$3,500

(3) Increasing learning time and creating community-oriented schools

***Required**

3A) OBJECTIVE: Established schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development. (Required)				OPI Use Only: <input checked="" type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes	
Data/Information: Increased the school day to 395 minutes, each class period is 57 minutes with a 37 minute advisory period and a 30 minute collaboration time.				NOTES:	
Priorities/Action Steps: Each core and intervention program have the required amount of time during each class period, Offering enrichment activities and guest speakers during advisory time, Teachers meet daily during morning collaboration time with a structured agenda and specific meeting goals					
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence	
		Begin Date	Target Date for Completion		
1) Each core and intervention program have the required amount of time during each class period,	Teachers, administration, school board, and SIG team	August 1, 2011	annually	School calendar, Daily Schedule, Increase in test scores	
2) Offering enrichment activities and guest speakers during advisory time,	Lead teachers, teacher, administration, and instructional leader	September 12, 2011	On-going	Structured schedule to allow advisory four days a week Student surveys and evaluations	
3) Teachers meet daily during morning collaboration time with a structured agenda and specific meeting goals	Administration, teachers, transformational leader, SIG team, board members, and instructional leader	August 15, 2011	On-going	Increased test scores Cross- curricular, k-12 instruction	

3A) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	Whiteboard Paint (instead of replacing chalkboards)	\$100
Other, please describe:	Freedom Writers, Books, Speakers, and Performing Artists (Allows for students inspiration and enrichment during advisory period)	\$5,000
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		\$5,100

3B) OBJECTIVE: Provide ongoing mechanisms for family and community engagement. (Required)		OPI Use Only: <input type="checkbox"/> Approved as written X Approved, with modifications <input type="checkbox"/> Denied, see notes		
Data/Information: More class room support, Increased attendance data, Lower truancy, More student support, Student Achievement data, Increased communication between staff and parents.		NOTES: PTHVP salary needs to be broken down by number of visits and included on salary line item. Student and community cultural, academic and social programs to increase student and family engagement, information must be provided in more detail as it relates to each activity. (See Donnie.) Move "Student Lounge" to Objective 3E.		
Priorities/Action Steps: The Community Liaison (CL) will be working to inform the students and parents on our mission in the their schools, what we are doing to help them gain the best education they can and most importantly empowering them to speak up and get involved. The CL will be working with the community/administration/business teacher on the newsletter to instill school pride and compliment the efforts of the school staff, students and parents. Brochures and informational material will be developed for hand outs at area events. Parent committees are being developed and the CL will assist them to build sustainability. The Parent Home Visiting Project will have its training at the end of August for the staff. The CL will assist in the recruitment, plan development and approach for the school year. We will increase outreach to parents through the Parent Teacher Home Visit project where teachers will casually visit with parents to learn about their family's hopes and dreams. This approach has proven to build up the relationship between parents and the school, making the school the community center that is lacking in our communities. Community resource sharing and collaborations will be going on throughout the year where the CL will be working with staff and the community on events where they will promote the school, the students and their education.				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Community Outreach	Frazer staff, CL, Parents, Administration, Students	08/15/2011	08/15/2011	Provide a community event celebrating the academic success of Frazer students, staff, parents, and community.

Native American Week	Frazer staff, CL, Administration, Students	9/18/2011	09/23/2011	Provide assistance to instill local native culture and spiritual support. Invite native culture presenters for storytelling, food preparation, regalia explanation, and craft making exc. Drum group for song compilation.
Red Ribbon Run (mending of the hoop)	Frazer staff, CL, Tribal Programs, Administration, Students	10/2011	10/2011	Students will be committed to strengthening their voice and vision of their native culture. Students will sacrifice and run to end violence, suicide and drug/alcohol abuse.
Halloween Carnival/Masquerade	Frazer staff, CL, FP Youth Activities, Administration, Parents, Students	10/2011	10/2011	Provide a relationship building event for all students, staff, administration, community, and tribal programs involved.
2. Parent Outreach				
Parent Teacher Home Visit Project	Frazer staff, CL, Administration, Parents, Students	9/2011	7/2012	The district will have more parental participation in school events; student/staff moral will be increased. Students will have more support in their education. Parents will have more participation in their student's education. Staff will have a better understanding of the parent's dreams and expectations for their student.
3. Youth Outreach				

Afterschool/ Clubs	Frazer staff, CL, Tribal Programs, Parents, Students	9/2011	7/2012	It will provide a safe environment after school. Provide a way to create relationships. The students have participated in discussions around media clubs, drama clubs, and competitions. This money would provide the supplies and support for the after school program. This funding will also help with proposed mentoring between students.
Student lounge	Frazer staff, CL, Students, Parents, Administration	9/2011	7/2012	Incentive driven. Students can utilize the student lounge when rule and goals set by students are met. Students will have somewhere to go and something to don after school and during free time. The funding would help pay for supplies, paint, books, and other activities the students are developing.

3B) Budget Detail (Please note all categories may not be applicable.)		
<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>

Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe: Each event is partnered with a local or tribal program or committee to enhance community/school partnership. Events will provide positive relationships between students, parents, staff, administration, community, and tribes. All stake holders will support one another during and after events.	Community Celebration Native American Week Halloween Carnival Parent Teacher Home Visit Project Red Ribbon Run (mending of the hoop) End of Year Celebration Afterschool/ Clubs Student lounge	1000.00 500.00 500.00 6250.00 200.00 500.00 3000.00 1000.00
TOTAL FOR THIS OBJECTIVE		12,950.00

***Permissible**

3C) OBJECTIVE:

Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (Optional)

Data/Information:

More parental support, More tribal support, Increased attendance, More culture exposure, Increased communication with community, tribal, and state programs, Increased support from tribal elders and leaders

Priorities/Action Steps:

We will continue to work with the schools and build relationships with the Tribal Ed departments and the Tribal Governments to build sustainability and support. Administration provides updates to the Tribal Council; we will support and help with these updates. Together we will continue to work with other organizations that have funding for youth and community activities. We will also be working with the Indian Health Service and the Bureau of Indian Affairs to include their services and build better relationships with the schools. We will continue to strengthen the bridges we've built from Year 1. We will empower the youth to take charge of their education, prepare them for college or other career plans. We will link them to financial aid and scholarships and assist them with these programs/offers. We are working on a school store, incentive driven student lounge, academic and athletic competition between the SIG schools, youth driven conferences, after school activities and clubs. We will collaborate with local colleges, local businesses and the tribal council. We will support the current parent lounge; collaborate with the community college to provide for GED testing. For the community, we will work on building a web of strength around our students. We want to support community events such as powwows, tournaments, feeds, and current established events. We will also be looking to promote the positive news in our schools through news papers, radio and newsletters. We want to work with parents and community members to organize community engaging events at the school like movie nights, BB tournaments, New Years Eve all-nighter, and work towards building pride in the community around the schools.

OPI Use Only:

- ☐ Approved as written
- ☐ Approved, with modifications
- ☐ Denied, see notes

NOTES:

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1. Community Outreach				
Deep winter Round Dance	Kris Fourstar, CL, Parents, Tribal Programs	1/20/12	1/21/12	Provide a cultural, drug/alcohol free event for students, staff, and community. This funding will help pay partial costs of the event.
New Years Eve Powwow	Frazer staff, CL, Red Bottom committee, Parents	12/31/2011	01/01/2012	Provide a cultural, drug/alcohol free event for students, staff, and community. This funding will help pay partial costs of the event.
Veterans Day celebration	CL, Red Bottom committee, Parents	11/2011	11/2011	Provide a cultural event for students, staff, and community to show appreciation to our local veterans. This funding will help pay partial costs of the event.
2. Youth Outreach				
Youth Empowerment Training	Frazer staff, Tribal programs, Parents, CL	8/2011	6/2012	Provide an assistance to bring a presenter to help students be more empowered about their education. Covey Training on youth development. Life skills training on social skills and public speaking.
Mentoring	Frazer staff, Tribal programs, Parents, CL	8/2011	6/2012	Provide assistance to engage local elders, parents, and community members to promote the welfare of Frazer students at home, school, community and the tribe. The tribal college has been approached and to have a budget to work with would make this possible.
3. Parent Outreach	Parents, Administration, Staff, Tribal Ed. Dept., CL	8/2011	6/2012	This committee will work together with FRAZER Schools to promote the welfare of Frazer students at home, school, community and the tribe.

3C) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe: Events to create a more responsive and supportive learning community, by engaging all stake holders (students, parents, staff, administration, community, and tribes) of Frazer school.	Deep winter Round Dance New Years Eve celebration Veterans Day celebration Youth Empowerment Training Mentoring Parent committee	500.00 500.00 500.00 3000.00 1000.00 450.00
TOTAL FOR THIS OBJECTIVE		5,950.00

3D) OBJECTIVE: Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (Optional)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES:
Data/Information: See Section 3A				
Priorities/Action Steps:				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1)				
2)				
3)				

3D) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

<p>3E) OBJECTIVE:</p> <p>Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (Optional)</p>	<p>OPI Use Only:</p> <p>XApproved as written SWIS program and training</p>
<p>Data/Information:</p> <p>315 of all office referrals were with students K-12 consisting of minor infractions through major offenses (i.e. physical aggression). This limited the administrator’s duties because of time spent on disciplinary referrals.</p>	<p>X Approved, with modifications</p> <p>NOTES:</p> <p>MBI Youth Day travel is covered by OPI-MBI, as are MBI Leadership trainings.</p> <p>Revise MBI team travel for Summer Institute and to include only HS team members.</p> <p>Because SIG funds can only be directed toward HS, look at discipline data and SIG will fund up to 50% of Refocus Room Supervisor based on percentage of referrals in HS.</p>
<p>Priorities/Action Steps:</p> <ol style="list-style-type: none"> 1. Rewrote discipline policy utilizing MBI beliefs after team training at MBI Summer Institute in Bozeman. See attached. 2. Establish Refocus Room. This includes Office Referral Form, and Behavior Reflection Form 3. Continue MBI training including: Youth Days, Fall and Spring Training, Summer Institute in Bozeman 	<p>MBI staff salaries seems excessive. Revise or provide breakdown by specific event.</p> <p>XDenied, see notes</p> <p>NOTES:</p> <p>Behavior incentives will not be funded.</p>

Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1) Establish Refocus Room with qualified personnel, salary to be paid through SIG funding. See attached	Administration	8/15/2011	Ongoing	Check the effectiveness of the Refocus Room by analyzing the referral data
2) To achieve the best possible learning environment for all students.	Administration	8/15/2011	Ongoing	Check the effectiveness of the Refocus room by analyzing the referral data
3) Continued and expanded implementation and training of MBI encompassing the entire staff, certified and classified, including SWIS.	Administration	8/15/2011	Ongoing	Check data for results of fewer office referrals. Positive school climate.

3E) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	Refocus Room supervisor 180 days x 7.5 x 15.40=	\$20,790.00
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)	Social Security- 7.5%, Teachers' Retirement- 7.125%	\$3,611.00
Travel, as per state rates (including lodging, meals, and mileage for all individuals)	MBI Youth Days(team of 11), MBI Fall, Spring and Leadership training to be funded through MBI ,Summer Institute(team of 12) SIG funded	\$14,200.00
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)	SWIS data collection program and training, printer ink, video camera w/ microphone for MBI video implementation, poster board, general office supplies	\$2,000.00
Other, please describe: Substitute pay	Substitute salaries for teachers to attend training	\$2,900.00
Other, please describe: Summer Institute time and summer meeting compensation	Compensation for Summer Institute time, additional summer meeting times as scheduled \$200.00 flat rate per day.	\$19,350.00
Other, please describe: Student incentives for positive behavior	\$60-\$100.00 for positive behavior incentives-i.e. never sent to Refocus room. Students will be surveyed for appropriate incentives.	\$7,500.00
TOTAL FOR THIS OBJECTIVE		\$70,351.00

(4) Providing operational flexibility and support

***Required**

4A) OBJECTIVE: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. (Required)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes	
Data/Information: The SIG team has allowed for the teachers, administration, board members, students, and community members to have discussions surrounding school goals and goals for student achievement.				NOTES: Include budget for SIG Team Meetings and para-training.	
Priorities/Action Steps: Regular meetings for the School Leadership Team (SIG Team) to discuss school goals and monitor student achievement. Time allowed for para-professional to receive professional development and opportunities to advance careers in the school district					
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence	
		Begin Date	Target Date for Completion		
1) Regular meetings for the School Leadership Team (SIG Team) to discuss school goals and monitor student achievement.	SIG Team, Administration, School Board, and On-site OPI Team	July 1, 2011	On-going	Sign-in sheets, Agendas, minutes, and other correspondence, Documented goals and milestones to meet those goals	
2) Time allowed for para-professional to receive professional development and opportunities to advance careers in the school district	Administration, Supervising Teachers, and Instructional Leader	October 2011	On-going	All para professionals are highly qualified in their area of support	
3)					

4A) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)	SIG Meetings	
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

4B) OBJECTIVE: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (Required)				OPI Use Only: <input type="checkbox"/> Approved as written <input type="checkbox"/> Approved, with modifications <input type="checkbox"/> Denied, see notes NOTES: Include budget for two board trainings – one in Great Falls and one in Billings.
Data/Information: Feedback from monthly finance calls. Financial reporting data. Annual budgets.				
Priorities/Action Steps: Ensure LEA frequently reviews budget and spending and report's findings to school board. Seek assistance as necessary from resources available at the OPI and other (MTSBA, SAM, etc.)				
Goal	Person Responsible Overall	Implementation Timeline		Milestone/Evidence
		Begin Date	Target Date for Completion	
1)				
2)				
3)				

4B) Budget Detail
(Please note all categories may not be applicable.)

<u>COST CATEGORY</u>	<u>DETAILS</u>	<u>AMOUNT</u>
Personnel Salaries (number of hours x hourly salary for all individuals)		
Benefits (taxes and benefits, such as insurance, FICA, workers' comp, etc. – typically 15-25% of salary)		
Travel, as per state rates (including lodging, meals, and mileage for all individuals)		
Materials and Supplies (educational and training supplies, general office supplies, computer supplies, printing costs, etc.)		
Other, please describe:		
Other, please describe:		
Other, please describe:		
TOTAL FOR THIS OBJECTIVE		

BUDGET AND RESOURCES

Total Budget, 2011-2012

Item	Amount Requested (High School)
1A) Replace the principal who led the school prior to commencement of the transformation model.	\$ -- Completed --
1B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	\$10650.00
1C) Identify and reward school leaders, teachers and other staff who has increased student achievement and / or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	\$1,716.52
1D) Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	\$52,087.54
1E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	\$5,583.54
1F) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (Optional)	\$0
1G) Instituting a system for measuring changes in instructional practices resulting from professional development.	\$0
2A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	\$1,828
2B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	\$364
2C) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	\$0
2D) Implementing a school wide response to instruction/intervention (RTI) model.	\$5,060

2E) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.	\$0
2F) Using and integrating technology-based supports and interventions as part of the instructional process.	\$23,550
2G) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below.	\$3,500
3A) Established schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development.	\$5,100
3B) Provide ongoing mechanisms for family and community engagement.	\$12,950
3C) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs.	\$5,950
3D) Extending or restructuring the school day so as to add time for such strategies as advisory periods that builds relationships between students, faculty, and other school staff.	\$0
3E) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.	\$70,351
4A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.	\$0
4B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	\$0
DISTRICT ACTION PLAN (DAP) GRAND TOTAL	\$198,690.60

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding: NA
Hiring Practices: NA
Supporting Professional Development: Providing coaching to teachers on-staff provides an opportunity to increase skills for effective instructional practices. During the coaching process teachers will be given the opportunity for observing and beginning stages of coaching with other staff members. Also, introduction to programs and curricula now will allow for sustainability as staff will have been trained.
Changes made in Policies and Practices: The initial stages of MBI are the most expensive and time consuming. As a change in practices becomes embedded in the school culture the need for additional meetings and a behavior room monitor will become less and less of a requirement. Basically, this need will be greatly reduced and become a monitoring rather than organizational stage of development.
Other: Updating technology is cheaper than buying technology up front. Also, an increased appreciation for technology amongst staff and students will allow for an intrinsic drive to include this into the general budget as well as searching for grants to improve the technological aspect of instruction.

SIGNATURE PAGE

This document has been reviewed and accepted by the district's School Improvement Grant (SIG) Team:

[illegible]